

Suggested Assessment Types for Health Education and Physical Education

The following are examples of assessment types that were developed to reflect the depth and breadth of Maine *Learning Results* (MLR) in Health Education and Physical Education. Table 1 provides a general description of each assessment type and MAP or LAD assessment examples that meet the item's specifications for that type. The sample assessment types should not be interpreted as **requirements**, but they represent the variety of strategies available to capture the depth and breadth of Maine's *Learning Results* as you consider the concepts of "Form and Function". Tables 2-9 are item specifications for each of the assessment types listed and provide guidance for developing assessments locally. The packet contains examples of each assessment type after the item specifications and concludes with an inventory of assessments available through the Maine Assessment Portfolio (MAP) and Local Assessment Development (LAD) websites. **The MAP or LAD assessments used as examples in this packet were chosen because they were crisp examples of the assessment type and should not be construed as suggestions for a distribution of assessments for certification at the 5-8 grade span. It should also be noted that additional assessments may be developed.**

Table 1: Example Health and Physical Education Assessment Types with Example Items

Examples of Health Education and Physical Education Types Based Upon Form and Function Reflected in Maine Learning Results	Examples of Grades 5-8 MAP and LAD Assessments
Bundle – A bundle is a set of questions with any combinations of selected response, short answer, and/or constructed response questions that assess a single performance indicator or two related performance indicators. Bundles should have a minimum of twelve units (decision points for scoring or internal score points) with each selected response item counting as one unit, each short answer response item counting as two units, and each constructed response item counting as four units. A minimum of twelve units is required to insure the bundle contains sufficient evidence to make a decision about level(s) of performance on the performance indicator(s). Each indicator is scored on a single rubric.	LAD <i>Fitness Wise</i>
Structured Response – A structured response assessment provides a student with a set of guiding questions and/or formats in which to respond to a topic of problem. A structured response is either scaffolded or has multiple steps and the student does not need to make decisions about the questions that need addressing, nor the format in which to respond.	MAP <i>Developing Critical Thinking About HIV/AIDS</i>
Health Analysis and Critique – Students will analyze, interpret, and critique situations, issues or data and may include the student's perspective and / or opinion.	LAD <i>The Way We Look</i>
Health Research Project – Students conduct research , analyzes and synthesizes those findings to reach a conclusion. The research project must include a written report and can be enhanced with a visual.	LAD <i>Traveling Through Life</i>

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Independent Design – Students create a product that provides accurate health-related information in a clear and concise way. The product may be a pamphlet, brochure, poster, editorial, or public service announcement.	MAP <i>Be Active, Be Safe</i>
Physical Education Skills Performance – The student will participate in and apply skills related to physical fitness, motor skills and personal/social interaction skills.	LAD <i>Motor Skills</i>
Personal Health Plan – Students will design, plan and implement a personal health plan to improve or change a selected health behavior. Students will set goals, design an action plan, implement the plan over weeks and keep a record of progress. Students will evaluate the effectiveness of the plan and or progress toward achieving their goal(s).	<i>None developed at this time</i>
Personal Fitness Plan – Students will set goals based on the results of a reliable and valid physical fitness test such as Fitnessgram or President’s Challenge (Health Fitness Program) or Brockport (for special needs students), design a fitness improvement plan, implement the plan over a period of weeks and keep a record of progress.	LAD <i>Physical Fitness</i>
Simulation – Students engage in a simulation (written or oral) or a role-play to a given situation or scenario. Students demonstrate appropriate and accurate application of knowledge and skills.	MAP <i>How Can I Resolve This Conflict?</i>

ASSESSMENT TYPES REPLACEMENT

A weak performance on an assessment must be replaced by another assessment that ensures a variety of types, reflects the belief that form must serve function, and maintains distribution across the content area (each content standard must be measured).

CONSIDERATIONS

To thoughtfully implement these rules, each school administrative unit should consider:

- Choosing replacements that address content as close to the content of the original assessment as possible, and at least within the same cluster.
- Developing a process for scheduling and administering original assessments that minimizes the need for replacement assessments while maintaining the efficiency of the system.
- Determining the level of instruction/remediation and ongoing assessment required before allowing a replacement opportunity.
- Determining which assessments measure broad content or process skills (such as a research project or health plan) and may be repeated, and which assessments must be replaced with a completely different assessment. It is not the intent of replacement that students continually retake the same assessment. (See Bullet 3 in the above Rules).

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Assessment Type Specifications: Tables 2-9 provide item specifications for each of the assessment types identified. Specifications for the assessment types are important in order to allow developers, whether state, or local districts, to build comparable assessments for initial use or replacement.

Table 2: Health Education and Physical Education Bundle Specifications

Bundle	Recommended Cluster/Standards/ Performance Indicators Assessed and Content (Topic Area Groupings)	Recommended Interaction/Structure/ Setting	MAP or LAD Assessments for Grades 5-8
<p>Description: A bundle is a set of questions with any combinations of selected response, short answer, and/or constructed response questions that assess a single performance indicator or two related performance indicators.</p>	<p>Performance indicators in health education and physical education that relate to knowledge and comprehension levels for clusters 1, 2, and 3 are recommended.</p> <p>All content (topic) area groupings for health education are possible for all the grade spans.</p>	<p>Student Interaction: Student responds to a set of items individually.</p> <p>Structure: A bundle consists of selected response questions, short answers and constructed response items. Bundles should have a minimum of twelve units (decision points for scoring or internal score points) with each selected response item counting as one unit, each short answer response item counting as two units, and each constructed response item counting as four units. A minimum of twelve units is required to insure the bundle contains sufficient evidence to make a decision about level(s) of performance on the performance indicator(s). Each indicator is scored on a single rubric.</p> <p>Recommended Setting: Student works independently in a gymnasium or classroom setting.</p>	<p>LAD <i>Fitness Wise - PE</i></p>

Table 3: Health Education and Physical Education Structured Response Specifications

Structured Response	Recommended Cluster/Standards/ Performance Indicators Assessed and Content (Topic Area Groupings)	Recommended Interaction/Structure/Setting	MAP or LAD Assessments for Grades 5-8
<p>Description: A structured response assessment provides a student with a set of guiding questions and/or formats in which to respond to a topic of problem. A structured response is either scaffolded or has multiple steps and the student does not need to make decisions about the questions that need addressing, nor the format in which to respond.</p>	<p>Health: <u>Primary:</u> A1, A2, A3, B1, C1, C2, C3, D1, D2, E1, F1 <u>Elementary:</u> A1, A3, A5, A6, A7, B1, C1, C2, C3, C4, D2, D3, E1, E2, E4, F1, F2 <u>Middle:</u> A1, A2, A3, A4, A8, B1, B2, C3, C6, D2, D3, E1, E2, E4, F1, F2 <u>High School:</u> A2, A3, A4, A6, A9, A10, A11, C2, D2, D3, D4, E1, E4, F1, F3</p> <p>All content (topic) area groupings for health education are possible for all the grade spans.</p> <p>Physical Education: <u>Primary:</u> A1, A3, A5, B6, C1, C4 <u>Elementary:</u> A1, A3, A6, B2, B8, C2, C3, C4 <u>Middle:</u> A1, B2, B4 (Demo, video aid), B6, B8, B9, C1, C5, C7 <u>High School:</u> A3, A5, B5, C1, C4, C5</p>	<p>Students Interaction: Students respond to a series of guiding questions and / or formats individually.</p> <p>Structure: See description.</p> <p>Recommended Setting: The student may need more than one class period to complete this item type.</p>	<p><i>MAP Developing Critical Thinking About HIV/AIDS</i></p>

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Table 4: Health Education Critique Specifications

Health Analysis and Critique	Recommended Cluster/Standards/ Performance Indicators Assessed and Content (Topic Area Groupings)	Recommended Interaction/Structure/ Setting	MAP or LAD Assessments for Grades 5-8
<p>Description: Students will analyze, interpret, and critique situations, issues or data and may include the student's perspective and/or opinion.</p>	<p>Clusters 1 and 2</p> <p>All content (topic) area groupings for health education are possible for all the grade spans.</p>	<p>Student Interaction: Student is provided with a situation, issue or data.</p> <p>Structure: This will depend upon the grade span. Students should be provided with more structure at the younger grade spans. Additionally, the middle school and high school students should be asked to support or refute the situation, issue or data based on content knowledge and include personal perspective and/or opinion.</p> <p>Setting: Students work over a period of time depending upon the nature of the assessment.</p>	<p><i>LAD</i> <i>The Way We Look</i></p>

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Table 5: Health Education Research Project Specifications

Research Project	Recommended Cluster/Standards/ Performance Indicators Assessed and Content (Topic Area Groupings	Recommended Interaction/Structure/Setting	MAP or LAD Assessments for Grades 5-8
<p>Description: Student conducts research, analyzes and synthesizes those findings to reach a conclusion. The research project must include a written report and can be enhanced with a visual.</p>	<p>Primary: C1, D2</p> <p>Elementary: A7, B1</p> <p>Middle School: A1, A3, A6, A7, A8, B1, B2, D2</p> <p>High School: A1, A7, A8, A9, A11, B1, B3, D4, E6, F3</p> <p>All content (topic) area groupings for health education are possible for all the grade spans.</p>	<p>Student Interaction: In a research project, the student selects a topic to study.</p> <p>Structure:</p> <ul style="list-style-type: none"> * Identification of a research topic * Employ effective search strategies * Decide what information to use * Communicate research findings * Acknowledge research sources * Written report * Optional visuals may include: Power Point, posters, brochures, etc. <p>Setting: The assessment occurs in the classroom and beyond through an independent study or research time especially for the younger students. The time frame varies depending on the depth of the research and grade span.</p>	<p>LAD <i>Conquering Chronic Disease</i></p>

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Table 6: Health Education and Physical Education Independent Design Specifications

Independent Design	Recommended Cluster/Standards/ Performance Indicators Assessed and Content (Topic Area Groupings)	Recommended Interaction/Structure/Setting	MAP or LAD Assessments for Grades 5-8
<p>Description: Students create a product that provides accurate health-related information in a clear and concise way. The product may be a pamphlet, brochure, poster, collage, mobile, editorial, or public service announcement.</p>	<p>Primary: A-1, A-2, B-1, C-1, C-2, C-3, C-4, C-5, D-1, E-2</p> <p>Elementary: A-1, A-3, A-4, A-6, B-1, B-2, B-3, C-2, C-3, C-4, D-2, D-3, D-4, E-2, E-3</p> <p>Middle: A-3, A5, B-1, B-2, C-3, C-4, C-6, D-2, D-3, E-1, E-3</p> <p>High School: A3, A6, C2, D2, D3, D4, E1, E6, E7</p> <p>All content (topic) area groupings for health education are possible for all the grade spans</p> <p>Physical Education</p> <p>Primary : A1, A3, C4</p> <p>Elementary: A1, A3</p> <p>Middle School: C-5</p> <p>High School: C-4</p>	<p>Student Interaction: Students may work independently or with a group to create a product.</p> <p>Structure: See description.</p> <p>Setting: Students work over a period of time in the classroom setting.</p>	<p><i>LAD</i> <i>Traveling Through Life</i></p>

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Table 7: Physical Education Skills Performance Specifications

Physical Education Skills Performance	Recommended Cluster/Standards/Performance Indicators Assessed	Recommended Interaction/Structure/Setting	MAP or LAD Assessments for Grades 5-8
<p>Description: The student will participate in and apply skills related to physical fitness, motor skills and personal/social interaction skills.</p>	<p>Primary: A-4, B-1, B-2, B-3, B-4, B-5, B-7, C-2, C-3, C-4</p> <p>Elementary: A-4, A-5, A-7, B-1, B-2, B-3, B-4, B-5, B-6, B-7, B-8, B-9, C-1, C-2, C-3, C-4</p> <p>Middle: A-2, A-5, A-7, A-8, B-1, B-3, B-5, B-7, B-9C-2, C-6, C-7</p> <p>High School: A-2, B-1, B-2, B-3, B-4, C-2, C-3, C-6, C-7</p>	<p>Student Interaction: Student performs and or participates in physical fitness, motor skills and personal/social interaction skills individually.</p> <p>Structure: See description.</p> <p>Setting: This type of assessment will be completed within the classroom.</p>	<p>LAD Motor Skills</p>

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Table 8: Health Education Personal Health Plan Specifications

Personal Health Plan	Recommended Cluster/Standards/ Performance Indicators Assessed and Content (Topic Area Groupings)	Recommended Interaction/Structure/ Setting	MAP or LAD Assessments for Grades 5-8
<p>Description: Students will design, plan and implement a personal health plan to improve or change a selected health behavior. Students will set goals, design an action plan, implement the plan over weeks and keep a record of progress. Students will evaluate the effectiveness of the plan and or progress toward achieving their goal(s).</p>	<p>Primary: F2 Elementary: None Middle School: F5 High School: A1, A10, C3, F4, F5 All content (topic) area groupings for health education are possible for all the grade spans</p>	<p>Student Interaction: Student selected.</p> <p>Structure: A series of guiding questions and templates for student to complete that address:</p> <ul style="list-style-type: none"> • Goal setting • Action plan development • Recording progress • Evaluation <p>Setting: The following parts of this assessment should be completed within the classroom: goal setting, action planning, and evaluation. The recording of progress may occur in and outside the classroom.</p>	<p><i>Designing A Personal Health Plan is under development.</i></p>

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Table 9: Physical Education Personal Fitness Plan Specifications

Personal Fitness Plan	Recommended Cluster/Standards/ Performance Indicators Assessed	Recommended Interaction/Structure/ Setting	MAP or LAD Assessments for Grades 5-8
<p>Description: Students will set goals based on the results of a reliable and valid physical fitness test such as Fitnessgram, President's Challenge (Health Fitness Program), or Brockport (for special needs students) design a fitness improvement plan or a plan that maintains present level of fitness, implement the plan over a period of weeks and keep a record of progress.</p>	<p>Middle School: A2, A3, A4, A5, A6, B3, B6</p> <p>High School: A1, A2, A4, A5, A6, B6, B7, C3</p>	<p>Student Interaction: Student selected</p> <p>Structure: Directed structures based on the results of a reliable and valid fitness test with a series of guiding questions plus templates for student to complete that address:</p> <ul style="list-style-type: none"> • Goal setting • Action plan development • Recording progress <p>Setting: The following parts of this assessment should be completed within the classroom: goal setting, action planning, and some record keeping. Some of the recording of progress may occur outside the classroom.</p>	<p>LAD <i>Physical Fitness Test</i></p>

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Table 10: Health Education and Physical Education Simulation Specifications

Simulation	Recommended Cluster/Standards/ Performance Indicators Assessed	Recommended Interaction/Structure/ Setting	MAP or LAD Assessments for Grades 5-8
Description: Students engage in a written or oral simulation or a role-play to a given situation or scenario. Students demonstrate appropriate and accurate application of knowledge and skills.	<u>Health Education</u> Cluster 2 All content (topic) area groupings for health education are possible for all the grade spans. <u>Physical Education</u> Cluster 3 C4 for 5-8 grade span	Student Interaction: The student is provided with the simulation or the role-play and perform on demand. Structure: See description. Setting: This type of assessment must be completed in the classroom setting.	MAP <i>How Do I Resolve This Conflict?</i>

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INVENTORY OF ASSESSMENTS

AVAILABLE FROM

The Maine Assessment Portfolio MAP

www.maptasks.org

and

Local Assessment Development LAD

www.mainelad.org

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